
THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Training for Transcribing Ability

By Clay D. Slinker

Supervisor of Commercial Education, Des Moines, Iowa

IN teaching a vocational subject such as shorthand the major effort should be in the direction of the major purpose—satisfactory reproduction of the matter written.

The three technical factors of greatest importance in stenography are (a) writing the shorthand notes, (b) reading the shorthand notes, and (c) translating and transcribing on the typewriter. These are separate and distinct processes each requiring its own share of attention. Great practice in any one of these to the neglect of the other two results in weakness in the two neglected. The work of the brick mason consists, among other things, of mixing the mortar, laying the bricks on the wall, and setting or bedding them in mortar. Now one might mix mortar for years, and lay bricks on the wall for years without becoming a builder as a brick mason unless he gains experience in setting the bricks in mortar, plumbing and leveling the wall as he does so.

The advanced stenographic student who spends a major portion of her time at the machine in typing from "plain copy" and a

major portion of her shorthand study time in writing shorthand is not unlike the brick mason's apprentice who spends his time placing the bricks on the wall for the real mason and mixing and carrying mortar.

Rapid Transcribing Results Only from Practice

It may be argued that if the student can read her notes rapidly, and can type rapidly, she can transcribe rapidly; but experience proves that this does not necessarily follow. One could not expect to gain much ability in translating Latin prose into English through much writing of Latin and much writing of French verse. There is an utter lack of practice in the doing of the particular thing in which the ability is desired. One learns to sing by singing. He might use his voice for speaking or shouting for an entire lifetime but unless it has been trained for the particular performance of singing, no singing ability has been developed. Transcribing from shorthand notes is a distinct process and requires practice to develop effi-

cient performance. The typewriting teacher fears that her pupils will be slowed down in their typewriting speed if they spend too much time at transcribing, but this may be avoided by providing familiar matter for the greater part of the transcribing practice.

A Successful Experiment

In May, 1923, one hundred thirty-four Des Moines pupils in Typewriting IV wrote ten minutes from the current test furnished by one of the typewriter companies at a median speed of 47 words per minute with a median error of six words for the ten minutes. At that time the transcribing speed for the same classes was 22 words per minute with a median grade of 88%. These pupils had been transcribing twice a week from their own notes.

Developing Transcribing Speed on "Familiar" Matter

The next year we changed our plan of teaching in an attempt to increase the transcribing efficiency. In the early part of our term in Shorthand and Typewriting III we devoted 90% of our time at the machine to transcribing from familiar shorthand notes, using "Speed Studies" for the major part of this work. The pupils were required to read these assignments at home and in class, were drilled in the spelling of the more difficult words, and everything was done to facilitate readiness in reading and writing so as not to slow down the speed in typewriting. A few minutes daily were devoted to transcribing from the pupils' own notes which had been first read and corrected in class. We kept this up until the pupils had acquired a transcribing habit, after which we gradually introduced the transcription from new matter, but continued enough transcription from familiar matter to guarantee a maximum performance. In this manner we tapered down the quantity of familiar matter and increased the assignment of new matter with the result that when the tests were given in May, 1924, one hundred forty-two Shorthand IV pupils

transcribed at a median speed of 30 words per minute for thirty minutes with a median grade of 94%. This was an increase of 36% in transcribing speed and 6.8% in accuracy. There was at this time a slight increase in median typewriting speed, but this was probably due to an increase in the time allowed daily for typewriting in two of the high schools.

The Tests Used

In giving these tests we dictate fifteen minutes at the rate of 75 words per minute including all proper names, of persons and firms, their addresses, etc., each letter being a complete letter just as it would be given in an office.

All pupils are required to transcribe for thirty minutes and to write each letter on a separate paper.

Grading

The grading is done by deducting from the total words transcribed five words for each wrong or misspelled word or for each word omitted or inserted, one word for each error in typewriting, punctuation or capitalization, and one-half word for each error neatly erased and corrected. The number of words remaining are divided by the total words transcribed to get the per cent of accuracy or the grade per cent.

Same Instructors Handle Both Shorthand and Typing

A condition which aided in this experiment lies in the fact that the teachers of Shorthand III and IV have the same groups in Typewriting III and IV. We believe this is important in the training of stenographers. While shorthand and typewriting as separate subjects may be well taught by different teachers, yet, in the training of stenographers it is important that the teacher who is to be held responsible for the result shall be permitted to carry the work which is begun in the shorthand room on to completion in the typewriting room.

To "Pep Up" Your Class

Try the Gregg Writer Cross-Word Puzzles

A 64-page book of these puzzles can still be supplied at 25 cents

Announcement of the

Teachers' Blackboard Contest

By Florence E. Ulrich

*Fame is the fragrance, not the rose,
The beauty, not the thing;
To wear the crown of her renown,
First one must be a king.*

*Fame follows service truly done,
She never takes the lead;
Who would be great in her estate
Must first supply the deed.*

*Fame is the ultimate reward
To grace the sturdy soul;
Who hopes to claim one smile from fame
Must pass beyond his goal.*

*Man cannot work for fame alone,
Nor violate her plan;
Who seeks to wear her laurels fair
Must prove himself a man.*

—Edgar A. Guest.

CONSIDERABLE interest has been manifested by the teaching fraternity in the Teachers' Blackboard Contest. The first letter that I opened this morning read:

"I have already begun to sharpen my chalk for the Teachers' Blackboard Contest, and want to know just when it is going to happen, and in what magazine the copy will be published this year."

This was written by an enthusiastic teacher in the "Far East."

The second letter came from a California teacher and said, "I shall appreciate it very much if you will give me information concerning the next Teachers' Blackboard Contest in Gregg Shorthand. When will the first practice copy be given out? Will it be found in the *American Shorthand Teacher* only?"

So read many of the letters that come to our desk—letters highly flavored with the eagerness and enthusiasm of teachers who enter the Blackboard Contest year after year and derive from it a vast amount of pleasure and profit.

And here is part of another letter just received from a teacher in one of the southern schools:

I have watched the Blackboard Contest with keen interest, and each year I wish that I could take a place among the splendid writers. I always practice the contest copy—have written dozens of specimens on the boards, and examined them with the suggestions that you gave me as a guide—but I have not had the courage to send in a photograph of my work. Won't you please examine the specimen copy that I am enclosing and tell me whether or not you think I am too presumptuous in wanting to enter the contest?

The specimen showed a remarkably good blackboard style. The study and practice she put on the contest copy were productive of excellent form and fluency. She missed the honor and glory of seeing her name among the fine writers' whose notes she had admired so much, but she gained a style of blackboard writing that is truly beautiful to look at.

Blackboard Your Most Effective Aid

As a progressive teacher ambitious to win high professional recognition, are you not interested in improving your shorthand writing, if it will result in better presentation of the shorthand lesson? You realize that an atmosphere of enthusiasm in the classroom begets interest and enthusiastic study—that it is this kind of study that brings noteworthy results. If a teacher through interesting and enthusiastic teaching develops a comradeship with her students, they will gladly cooperate with her, and the problem of disciplining them will promptly disappear.

Poise and confidence in the presentation of a lesson before visitors—interesting presentation, effective presentation, and enthusiastic response on the part of the students—comes from knowing that you can present it interestingly. These are some of the possibilities afforded by the Teachers' Blackboard Contest. You ought to take part in it.

Careful study and practice of the contest copy alone will develop two things: Skill in writing, ability to criticize. These pay big dividends in increased efficiency in shorthand teaching. Add to that the zest and confidence that comes when you know that you are writing as well or perhaps a little better than the average teacher, and you have an inspiration for the kind of teaching that gets an enthusiastic response from the students and brings infinitely better results.

Are You Afraid of the Board?

How is that true? Well, let us visit a classroom where the teacher is afraid to write an outline on the board before the students. We are struck with the atmosphere of bored disinterestedness. We sit down and soon find ourselves being lulled into peaceful slumber by a long, monotonous dissertation on the principles. We are not surprised that the students are yawning or restless. We feel

the same way ourselves—unresponsive—and so we sympathize with them. We have no desire to return to that classroom—neither have the students. Suggest to this teacher that she illustrate her talk by writing some of the characters on the blackboard, and she will throw up both hands distressedly with, "Oh, I can't do that!"

Another teacher comes in to take the class, confidently goes to the board and writes a few outlines. Presto! what happens? The whole class is alert, alive, eagerly bent forward to see what she is going to give them next. She doesn't tell them merely how an outline should look—how we hate to have people try to tell us anything!—she *shows* them, and they are eager and ready to be shown. She arouses their interest and enthusiasm; she grips their attention, and they respond eagerly to the work she gives them. Good fellowship between teacher and students is established at once, zest is added to the study, and successful accomplishment is assured.

Be a "Teacher" Not a "Phonograph"

It is just as absurd to think that shorthand can be taught by talking about it as it is to think that mathematics can be taught by a lecture course merely. At the outset, you have to show the students how to write a character by writing it for them. Teachers, do you realize the importance of being able to write good notes in the teaching of practical shorthand? Do you appreciate the responsibility you assume when formulating the habits of the beginner?

Your style of writing—the notes you write for them are the ones that they closely imitate, as is evidenced by the thousands of specimens that are received yearly from teachers and their students. The fact that you write the characters before the students gives your shorthand a life that the notes on the printed page can never have. A beautiful picture inspires a student to paint, but he will not become a great painter unless he is shown *how* to paint. Lovely music inspires a student to play, but he will not become a musician unless he is shown *how* to play. Likewise, your students will be able to write fluent and correct shorthand only if you show them *how* to write it.

Show What's In You!

The Blackboard Contest gives the shorthand teacher an opportunity to compare her writing with that of other teachers, and it provides an incentive for the kind of practice that develops artistry and skill. It is an impetus for patient, persistent effort, and it calls

for thoughtful, analytical study of the outlines written. We do not learn to write correct shorthand unless we know what correct shorthand is. Neither can we help our students to improve their writing if we cannot pick out their faults. A highly developed critical faculty is essential to good teaching, and a careful examination of your own notes will develop it.

Conversation with some of the teachers this summer brought to my attention the fact that fear of what we might think of their teaching ability, apprehension regarding the rating they would receive in the contest, has kept many teachers from taking part. Please let me reiterate that the important function of the Blackboard Contest is to interest the teacher in the *use* of the blackboard; to raise the standard of writing quality; to help you help yourselves, not to establish any bitter rivalry between contestants or scorn for the less graceful writers. It is to give you a chance to measure your own growth. How well do you write? The rating you receive in the Blackboard Contest will tell you. And eventually this may enable us to establish a standard measurement test of blackboard writing.

The contest is open to you as a teacher of Gregg Shorthand (unless you have won first place in one of the previous Blackboard Contests) regardless of the length of time you have been teaching, or whether or not you have taken part before. If you do not win recognition the first time you try, do not grow discouraged—rather, be encouraged to try again and again, until you *do* reach the standard. After all, the teacher whose writing is not up to the standard is the one most benefited by the service the Blackboard Contest renders! Teachers taking part year after year become more and more enthusiastic about it.

Try Practicing and Watch Your Notes Improve

Mr. Gregg has said time after time that correct blackboard practice begets a good writing style. If a teacher will practice writing shorthand on the board for a half-hour each day, she will acquire the ability to write shorthand fluently much sooner. Possibly because she must use all arm movement. Movement is restricted materially in pen-writing for two reasons: Resting the arm or wrist on the desk, and being forced to write smaller notes. Mr. Gregg suggests that a teacher practice shorthand penmanship on the blackboard for half an hour before doing any pen practice, because it will make pen-writing much easier and the notes will be more fluent and accurate. Suppose you put that suggestion to work.

(Continued on page 40)

TEACHERS' BLACKBOARD CONTEST

FIRST-PRIZE SPECIMENS

Rutheda A. Hunt

1923

W. Rude

To Mrs. J. P. Benson

That "Other Time" Is NOW

If you have been putting off shorthand practice "until some other time" *now* is the time to get started. Take a few minutes and write a pen or pencil copy of the contest matter, mark it "teacher's specimen for official criticism," put your name and address on it, then send it to me for examination. A careful study of the criticisms and suggestions on the specimen when it is returned to you will enable you to improve your style very materially, because it insures correct practice. Then do the rest of your practice work on the blackboard.

When you get a copy that you feel is sufficiently good to send in, bring down your camera and take a picture of it; or, if you do not wish to take the picture yourself, make arrangements to have a professional photographer call and take it for you. While professional photography gives the advantage of good, clear photographic work, many teachers have been able to get pretty good results with their own cameras, and they get a lot more fun out of it. An instruction book can be had from any of the Kodak stores that will give you directions for taking indoor pictures. We will publish some helpful suggestions in amateur photography next month for the benefit of teachers who wish to experiment with it.

You Have a Month Longer This Year

Some of the teachers suggested that if we change the closing date to January 31 instead of January 1, they will be afforded an opportunity for additional practice during the mid-winter vacation. That is a good suggestion, and one which we are putting into effect this year. Therefore, the contest opens with this announcement, and will close on January 31, 1926, when all specimens to be entered in the contest should be in.

If it is not possible to get a blackboard specimen, you may send a pen-written specimen. Because most of the teacher's shorthand writing—the most effective shorthand writing—is done on the blackboard, we prefer a blackboard specimen, but both blackboard and pen-written specimens will be accepted. It is easier to make a correction when the writing is done on the blackboard, and teachers who avail themselves of it, therefore, have a better chance.

Prove It True!

I heard a school man say one time, "A magnificent thing about Gregg Shorthand teachers is that there aren't any slackers among them. They are right there with

plenty of pep and 'I will win' and that is why they are winning. I take off my hat to them!" If you have been hesitant heretofore about entering the Blackboard Contest, supplant that hesitancy now with courage. Get behind the banner of "Better shorthand teaching through better shorthand writing," and join the ranks of fine, progressive shorthand teachers. How would you like to be the teacher of future Dupraws—champions who can transcribe their notes written at 200, 240 and 280 words a minute with only one error on each test? How do they do it? Only by correct writing habits established under the supervision of their teacher. You might give some one of our experts a race for the prizes! Come in and try, won't you? Please do not miss this opportunity to become bigger and stronger in your work. Prove to your students, to your fellow-teachers, and to yourself that you can win!

The Prizes Offered

First Prize: To the teacher sending in the best specimen of notes will be awarded a check for \$25.00 and a *de luxe* edition of the Gregg Manual autographed by Mr. Gregg, or a copy so autographed of any book published by the Gregg Publishing Company.

Second Prize: Check for \$10.00 and a *de luxe* edition of the Gregg Manual autographed by Mr. Gregg, or a copy so autographed of any book published by the Gregg Publishing Company.

Third Prize: Check for \$5.00 and a *de luxe* edition of the Gregg Manual autographed by Mr. Gregg, or a copy so autographed of any book published by the Gregg Publishing Company.

To the writers of the three next best specimens, a beautiful silver and blue enamel O. G. A. ring will be given.

In case of a tie for any prize, the full prize will be awarded to each contestant tying.

Rules

The contest opens with this number of the *American Shorthand Teacher*. It will close January 31, 1926.

The contest is open to every teacher of Gregg Shorthand who has not previously won first prize in the Blackboard Contest, without other restrictions. There is no fee whatever in connection with the contest. The specimens will be judged on the same basis as O. G. A. work, the essential points:

1. Correct application of the principles of the system.
2. Smooth, even lines, secured by writing with an easy, fluent movement.
3. Characters which are correct in curvature, slant, and method of joining.
4. Characters which are relatively correct in size and proportion. (Blackboard work permits of greater variation in this respect than does pen work.)
5. Close and uniform spacing between outlines.

The teacher's name and school are to be submitted with each specimen of notes.

The committee of judges to pass upon the papers will consist of Mr. John R. Gregg, Mr. Rupert P. SoRelle, Mr. Charles L. Swem, and Miss Florence E. Ulrich.

"Come, Take Part Today!"

I am keeping my eye on each one of you, and before the contest closes, will know whether or not you have proved your loyalty

to your profession and to the fine big clan of artistic shorthand writers of which you are a member! Let us work together to make the 1926 Contest bigger than ever before.

If a teacher meet a teacher,
Ought she not to say,
"It's our contest. Join the conquest!
Come; take part today."

The Contest Copy

Try to do perfect work. The surveyor who would come out right at every corner must have for his aim a perfectly straight line. But if you get off a little, don't get discouraged. "The only man who is sure of making no mistakes is the man who does nothing."

Keep trying hard to improve. We should all do better today than we did yesterday and our work tomorrow should show fewer defects than it does today.

It is undoubtedly true than a man may make a certain mistake once or twice, and still be a capable, conscientious man, but to go on making the same mistake three or four or more times shows symptoms of unpardonable simplicity and stupidity.

Strive for accuracy. Check your own work and double-check. Concentrate your attention on the thing you are doing, and you can do perfect work.

—From "How to Make Good."



School Man Enters Law

THE Walton School of Commerce, of Chicago, has recently issued the following announcement:

"Mr. Harold Dudley Greeley, formerly Vice-President, and Manager of our New York Branch, has entered the practice of law, and we have, therefore, deemed it advisable to discontinue the New York School. We are pleased to announce that the Walton Courses will be available in residence in New York City exclusively through the

SCHOOL OF ACCOUNTANCY
conducted by the
Knights of Columbus

799 Seventh Avenue, at 52d Street
Robert J. Hyland, C. P. A., Director

"All correspondence instruction, will, as heretofore, be conducted from our main office at Chicago."

This announcement will be of interest to many of our readers who are acquainted with the Walton School and with Mr. Greeley. Many of them will remember Mr. Greeley's activities in the Gregg Association in 1917

and his article "Shorthand for Business and Professional Men" published in our issue of June, 1917, and then reprinted in pamphlet form. For the last ten years he has been an advocate of Gregg Shorthand which, by the way, he personally writes. Mr. Greeley was admitted to the New York Bar in 1903, but he later became interested in accountancy, and for some years he has been practicing as a New York C. P. A. in addition to his duties as an officer of the Walton School. The lure of the law has proved too strong for him, however, and he has now returned to the active practice of it. He is specializing in the law of estates and trusts with particular reference to inheritance, income, and other taxation problems. For the past five years he has been giving a lecture course in Columbia University on estate accounting and taxation, and about a year ago his book, "Estate Accounting," published by the Ronald Press Company, of New York, was very favorably received by the reviewers, and has been adopted for use by a number of the University schools of commerce.

The Value of the Study of Shorthand

By Lucile Friedrich

High School, Salem, Ohio

A Paper read at the Northeastern Commercial Teachers' Association

I SHALL say a few words about the value of the study of shorthand, but I shall not stress its vocational value—its most common value—a means of earning a living. Nor shall I consider it as a timesaver, or as an aid to clerical efficiency. You and I as commercial teachers realize only too well, sometimes, the value of shorthand as a means of earning so many dollars a week. But the cultural value of shorthand—its power to improve and develop our intellectual natures—though its most uncomprehended merit, is nevertheless one of its greatest values. There is a certain natural training, disciplining, and refining that the study of shorthand can develop but which is apt to be overlooked.

Shorthand Study Enforces Concentration

How often do we give shorthand the credit for quickening and enlivening general mental faculties? Recall for a moment the complex mental processes operating simultaneously when a writer "takes" a single dictated word. The ear detects the spoken word; the nerves transmit the aural impression to the brain; the brain recognizes the word and recalls a mental picture of the outline to represent it and sends a nervous impulse through the arm to the hand and the outline is set on paper. But that is not all. At times these impressions come so fast it is difficult to master the order of their appearance. The repeated practice and struggle in remembering words in the order dictated so as to "catch up" involves an astounding number of mental processes all working at the same time.

Increases Mental Efficiency

Isn't it wonderful that the mind can be trained to carry on such activity efficiently? It is this exercise that develops the faculties of the mind. The higher the speed and skill in execution attained the greater the power of intense concentration; and the value of concentration and clear thinking goes far beyond shorthand. It enables the focussing of trained faculties on the thing at hand and

completing it successfully. It has been estimated that expertness in the use of shorthand is equivalent to a 40 per cent increase in mental efficiency. Here I would call your attention to the Pennsylvania State Police Force and the part shorthand plays with its employees.

The fact that the Pennsylvania State Police Force has been used as a model for numerous police bodies of similar nature in the United States serves as a tribute to its worth. Several years ago Mr. Carroll B. Price, a stenographer, became departmental statistician and took charge of the clerical division of that organization. Because he found his shorthand a valuable aid in his daily work he was instrumental in having his fellow-workers study the art. As a result, with very few exceptions, every member of the clerical division has a working knowledge of shorthand; though, of course, not all make constant use of it. Police duties require quick, intense, well-directed action in order to apprehend criminals; and the clerical division recognized the value of shorthand in training them to secure this mental alertness.

Excels in Developing Alertness

Inasmuch as most of us have studied shorthand or know enough about it to realize that it takes courage to stick to it unwaveringly to master the fundamental principles and finally develop mental and manual cooperation in attaining accuracy and speed, you readily see its value as a discipliner in developing those intellectual qualities which secure reliable judgment, accurate decisions and clear thinking for these men. For practice these law enforcers use their shorthand in taking memoranda over the telephone; take notes on hearings; report confessions of criminals; and data relative to crimes committed. The troopers in the field use shorthand in getting the bulletin reports sent out from the broadcasting station at Harrisburg. They find it useful in recording statements of witnesses which later might prove important testimony. While most of these men find some use of shorthand whereby to keep in practice, the real

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EDITORIAL COMMENT

ON SUNDRY TOPICS

Then and Now

A *LITTLE* while ago we came across a folder issued about twenty-two years ago by the publishers of an old-style system of shorthand which has now almost disappeared. The folder purported to give data about the extent to which the various systems and textbooks then published were taught in the schools that were teaching shorthand. The thing that interested us was the fact that the names of no less than *eighty-four different shorthand textbooks* were given as being used in the schools at that time. This, too, was at a time when shorthand was taught in less than one-sixth the number teaching the subject today!

Only those who remember the condition that existed twenty-five years ago, or even more recently, can realize what a change has taken place—and how fortunate the teacher of shorthand today is when compared with the teacher a generation ago. Consider these things:

1. At that time the output of books by any one shorthand publisher was so small that no one was justified in publishing much supplementary matter. Most of the "systems" were represented by a textbook only—usually a very poor book from the pedagogic standpoint. There was no incentive to publishers to attempt to furnish supplementary matter, much less aids for teachers or advanced books of any kind.

2. The opportunities for advancement for teachers were greatly restricted because there were so few schools teaching any one system. When a change of position was made it usually meant that the teacher had hurriedly to learn an entirely different system from the one which he or she had taught previously, or at least become familiar with a different textbook of the system. One of our executives told us that when he was teaching shorthand in a business school in Indianapolis about twenty years ago, he was supposed to give instruction in no less than ten systems, all of which were advertised as being taught in

the school! It is hardly necessary to say that it was practically impossible for any teacher to become highly efficient in the teaching of any system under such conditions.

3. There was no possibility of comparison of results on a large scale—because the teachers were divided into small system or textbook factions and were unwilling to cooperate.

Verily, the shorthand teacher today has advantages not dreamed of by his predecessors of twenty-five years ago. And the teachers of the future will have still greater advantages.

All but about a dozen of the eighty-four textbooks mentioned in the circular have disappeared; only half a dozen are used to any extent—and these, too, are gradually being eliminated.

The advantages to be derived from the standardization of shorthand were well-expressed in a form letter sent out by the Phonographic Institute Company eighteen years ago. The letter said:

It will, no doubt, be readily granted by any one who has thought of the matter at all that the great benefits which shorthand has to confer, either upon the individual writer or on the business world at large, will never be realized in their full extent until there shall have been reached a national standard system, according to which the shorthand note-taking of the entire country shall be uniformly done.

Already there are business offices in which it is a fixed rule to employ only shorthand writers using the same system. The notebooks of such writers form a part of the office records and are filed as such, and every shorthand writer in the office is competent to read and transcribe the notes taken yesterday or last year by any other writer therein. In such offices, the notes taken by one shorthand writer are transcribed from day to day, according to convenience, by any other of the same office-force. In many offices the heads of departments, themselves graduates from the stenographer's desk, are able to write letters and other documents in Phonography, with ease and speed and at such times as may be convenient, and then to lay the notes on the desk of any phonographer in the office, asking at the same time for an immediate transcription. Not only is this true of Phonography in its commercial uses but also in its expert professional

use. There are many shorthand reporters who never transcribe their own notes, but have them typewritten by assistants who are masters of the system written by the reporters. Thousands of shorthand writers, too, exchange letters written rapidly and easily in stenographic character. It is only because of the diversity of systems taught in schools of shorthand and business that these practical and highly economic methods are not more extensively utilized.

The trouble about the practical application of the ideas advocated in the extract we have given was that with systems of shorthand in which hardly any two writers wrote a dozen words in the same way, there was no possibility of standardization.

The last sentence of the next paragraph was prophetic:

Uniformity in shorthand writing is, indeed, as obviously a desirable thing, from the standpoint of convenience and economy, as is uniformity in our system of writing longhand, in the use of the numerical digits, in our systems of weights and measures, in the gauge of railroad tracks, or in any other means of intercommunication. Its importance is clearly recognized in Germany where the National German Association for the Advancement of Commercial Education several years ago voted that henceforth there should be but one standard system of shorthand taught in all German commercial schools. Although we do not make reforms in this country in this summary fashion, our public instruction being under no general national control, it is inevitable that as an economic measure the business world will, sooner or later, come to a uniform standard of teaching and practice in shorthand writing.

As ninety-four per cent of the public schools teaching shorthand in this country are now teaching one system, the reform advocated and predicted by the Phonographic Institute Company eighteen years ago has been almost completely accomplished.

The benefit to students, to teachers, to the schools, and to the public, has been enormous.

Método Racional

THE Spanish adaptation of Rational Typewriting has just reached our desk. It follows very closely the English work with photographic illustration of the operation of the keyboard, specially graded exercises for learning the operation of the keyboard, speed drills, real typing problems which give the students an opportunity to do real constructive work. Practical exercises in the preparation of manuscripts and documents, copying from rough draft as well as exercises in tabulation and billing are given in this new work, "Método Racional de Mecanografía," by Rupert P. SoRelle.

Gregg Shorthand Junior Manual

By
JOHN ROBERT GREGG

Method

This is an entirely new and original presentation of Gregg Shorthand. It embodies ideas in shorthand presentation and teaching never before attempted. We predict that it will effect a revolution in presenting and teaching the subject such as took place when the original Gregg Shorthand Manual made its appearance—a book which rendered obsolete all previous methods of presenting the subject of shorthand, regardless of system.

Aim

The Junior Manual of Gregg Shorthand is written from the non-vocational viewpoint; all vocational aims have been studiously avoided. Since the work of the Junior High School is largely exploratory, the central idea of the author has been to develop the students' aptitude in the direction of ability to make use of shorthand for personal or educational purposes. The student is given a working knowledge of shorthand that will be valuable to him throughout his life in case his study of shorthand does not continue beyond the Junior Manual.

Foundation Course

The idea of the author has been the development of a knowledge of shorthand that can be used personally and upon which there can be predicated a finishing course (in the Senior Manual) which will give the student the basis for the preparation for professional work. Nothing will have to be unlearned. The work in the fundamentals of the system is thorough and will carry over to the courses given in the Senior High Schools and private commercial schools.

Educational Content

All the exercises, with the exception of those in the early lessons, dealing with the particular principles under discussion, are selections from literary matter and will be accepted by English teachers and school authorities without question.

The Junior Manual will contain ten lessons, each lesson containing three units, and should be completed in from 30 to 36 weeks' time.

176 pages, cloth, \$1.50

The Gregg Publishing Company

New York Chicago Boston
San Francisco London

The Interest Problem

This Is the Second of a Series of Articles on the Use of the Gregg Writer Credentials, with Monthly Class Drills and Suggestions as to How Best to Present the Tests

By Florence E. Ulrich

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Telescopes or Microscopes

BOTH the telescope and the microscope are useful in the teaching of shorthand penmanship. Obviously, though, your use of them in a really skillful way is going to be possible only if you substitute for your telescope used in the beginning of your penmanship studies the microscope which we shall now use in dissecting outlines and building them up step by step.

The elements of importance in shorthand writing are fluency, correct forms, good spacing and uniform slant, and because of its influence in correct writing, we might say that most important among these is fluency. If

the student acquires smoothness of writing at the outset, his notes will be uniformly correct in form, spacing, and slant. It is only when shorthand is drawn slowly and heavily that crude, unintelligible characters result.

When the student reaches the point where he is ready to try for the O. G. A. Certificate then you may commence to train him to his writing through the more powerful, scrutinizing lenses of the microscope. The remarks that follow are suggestions, merely, for carrying on that work. You will employ other suggestions that occur to you as you progress in the work.

Class Drills on the October O.G.A. Test



"THE O. G. A. test this month contains only simple words, easy from a theoretical standpoint, but it is an excellent test on proportion. I

think that a short preliminary talk on the value of maintaining proportion would stimulate interest and result in the students putting forth a real effort to acquire correct proportion in their writing.

The ability to maintain proportion when taking dictation at a high rate of speed means the ability to turn out a satisfactory transcript of the day's dictation in the business office, and the ability to turn out perfect letters at a good rate of speed brings interesting financial returns to the stenographer.

From a pecuniary standpoint, then, correct notes are valuable, and the student who puts forth a real effort to acquire the essentials of a correct style now will be well repaid.

Drills I and II

L and R

There are a great many *l*'s in the test, and attention should be called to the fact that while these curves have the greater depth of curvature at the beginning they curve slightly at the end as well. They should be written horizontally so that a line drawn across the

top would touch both ends of the character. Care should be exercised to make a close distinction in length between *r* and *l*. Suppose you have the students try the flat oval having the direct motion, as a warming-up exercise. You might start with the larger

exercise for *l* because the longer stroke gives the opportunity for better swing at the outset and greater fluency can be obtained in the writing.

alert, old, well, along, line, wholesome

Call attention particularly to the fact that *ld* in *old* is "tipped up" at the end. The *s* curve in *wholesome* must be written very small but uniform in slant and correct in form.

training, our, trained, exercise, opportunities, properly, fresh

The drills are used merely as an exercise for muscular control and too much time must not be spent on them but upon the characters themselves if the best results are to be ob-

Follow with practice on the list of words containing *l*, and see that the students apply the proper movement and form in writing them.

Follow with the shorter exercise for *r* and pick out for practice the words in the test containing *r*.

Additional practice may be had on the straight lines if you find that it is necessary.

tained. Emphasize the need to make these short curves correctly, with the deeper curve at the beginning, keeping both ends in a horizontal plane.

The Tr, Pr Combinations

Before *r* and *l* a more compact outline can be had if *t* and *d* are written in a more upright direction—before *r*, *t* is almost vertical, as you will see from the illustration, and should be made short. By counting 1—2 quickly, substituting *t*—*r* from time to time,

you will get alert practice. Count 1—2—3—4 for the word *training*—4 for the dot at the end.

Pr should be written swiftly, with one impulse of the pen. Curve the strokes correctly.

Reverse Curves

Another combination requiring special attention is the reverse curve combination. Reversed curves of equal length should be flattened and curves of unequal length should

be written with a hump, as illustrated in the penmanship exercises in this month's *Gregg Writer*, and some of the words in the next drill here.

Drill III

Vertical Curves

We practiced on the curves for *v*, *f*, *p*, and *b* last month, and the present test gives us a good chance for review, emphasizing the

movement in joining these curves in the many words in which they occur in this month's test.

advantage, every, efficient, body, ever, if, sufficient, conducive, active, accomplish, great, schools, clean

Drill IV

Phrases

Not least important in your penmanship practice is phrase-writing. It requires systematic practice to be able to write a group of words as rapidly as you would write an individual word. Phrasing is natural in

speaking and these natural phrases should be practiced until they can be recognized as a unit and written fluently.

Some of the phrases in the test this month are given here.

men and women, present day, much more, every way, of their, need be, in this day, more than, it seems to me, there is, business world, every one, we have, of course

O. G. A. PENMANSHIP DRILLS

I

o o o o o o o o o o
o o o o o o o o o o
o o o o o o o o o o

II

o o o o o o o o o o
o o o o o o o o o o
o o o o o o o o o o

III

O O O O O O O O O O
9 9 9 9 9 9 9 9 9 9
9 9 9 9 9 9 9 9 9 9
9 9 9 9 9 9 9 9 9 9

IV

o o o o o o o o o o
o o o o o o o o o o
o o o o o o o o o o

The Thousand Most

For convenience in reference we are presenting this list in alphabetical form. A desk copy of the words alone, multigraphed in groups classified to accord with the lessons of the Gregg Shorthand Manual, can be supplied on request.

Based on list

By Dr. L. A.

Published by the Russell

(Shorthand Manual)

⑩	distinguish	engine	feel
/	distribute	enjoy	feet
10	district	enough	fell
8	divide	enter	felt
	do	entertain	"few
	doctor	entire	field
	does	entitle	fifth
11	¹⁰ dollar	entrance	fight
	done	escape	figure
	don't	especially	file
	door	estate	fill
	doubt	estimate	final
	down	even	finally
	dozen	evening	find
	dress	event	fine
	drill	ever	finish
	driven	every	fire
	drown	everything	firm
	due	evidence	first
	during	examination	five
12	duty	except	fix
	each	expect	flight
	¹¹ earliest	expense	flower
	¹² early	experience	folks
	east	express	follow
	easy	extra	foot
	eat	extreme	for
	education	eye	foreign
13	effect	face	forenoon
	effort	¹¹ fact	forget
	eight	factory	form
	either	fail	fortune
	elaborate	fair	forty
	elect	fall	forward
	election	family	found
	else	famous	four
	emergency	far	fourth
	empire	farther	free
	employ	father	Friday
	enclose	favor	friend
	end	feature	from
	engage	February	front

[The first plate appeared in the September

Most Frequent Words

list compiled

Edward P. Ayres

Foundation, New York City

by Louis A. Leslie

In order to extend the value of this word study, we suggest additional practice of these words in phrases, particularly the commonest of those that are modified in phrasing, typical examples of which we give in the marginal notes.

all	help	instead
farther	her	intend
same	here	interest
have	herself	into
general	high	investigate
gentleman	him	invitation
et	himself	is
etting	his	issue
rl	history	it
ive	hold	its
lad	home	itself
lass	honor	jail
o	hope	January
od	horse	judge
oes	hot	judgment
old	hour	July
one	house	June
od	how	just
ot	however	justice
overnment	human	keep
rand	hurt	kill
rant	husband	kind
reat	I	knew
round	ice	know
uess	if	known
uest	illustrate	lady
ad	immediate	lake
alf	importance	land
and	important	large
appen	impossible	last
appy	imprison	late
ard	improvement	law
as	in	lay
an	include	lead
ave	income	learn
e	increase	least
ead	indeed	leave
ear	inform	led
card	information	ledge
cart	injure	left
eight	inside	length
eld	inspect	less

The series will be continued next month.]

Mr. Dupraw Wins the World's Shorthand Championship

By Rupert P. SoRelle

TURNING in transcripts on the three championship dictations with an average accuracy rating of 99.91% in the 1925 Championship Contest of the National Shorthand Reporters' Association held at Omaha, August seventeenth, Mr. Martin J. Dupraw, of New York City, was awarded the championship trophy. That is a rather bare statement and does not begin to tell all that lies back of it—unless one possesses an appreciative imagination. But to make the fact more vivid, just read this statement analytically:

On the 280 test (dictated at 258 words per minute) he made but *one error*.

On the 240 test (dictated at 233 words per minute) he made but *one error*.

On the 200 test (dictated at 198 words per minute) he made but *one error*.

Only three errors in transcribing three thousand four hundred and forty-four words dictated at these dizzy speeds! An amazing, thrilling record, and one that will go down in the annals of shorthand speed contests as one of the most inspiring—almost unbelievable—achievements in a test of sheer skill.

There are two factors in Mr. Dupraw's achievement that must appeal to all teachers of the art and all those who aspire to become experts in the field of shorthand writing. First, his remarkable record for accuracy, and, second, the fact that Dupraw is only nineteen years of age. To the uninitiated there would be nothing particularly remarkable in the fact that a professional shorthand reporter of long experience and seasoning should be able to display such perfect skill; it would rather be expected, though rarely realized, as the records of the contests show. In the history of the contests there has never been anything approaching the record made in this contest. The best previous record on the three dictations was a total of nineteen errors.

Pitted against Mr. Dupraw in this contest were the best shorthand writers of the country—among them two former champions, and it was the largest field of writers of championship calibre that has come together in any contest, I think. Thus, Mr. Dupraw's performance is all the more sensational. Before this contest he had already defeated the best of the old school; in this contest it was brother Greggite against brother Greggite,

and Mr. Dupraw's most dangerous adversary was Mr. Charles L. Swem, the champion of 1923 and 1924, who won second place, turning in transcripts with a total of only ten errors against his nearest competitor's twenty.

A study of the tabulation of the results achieved by the six contestants who qualified at the three championship speeds will be both enlightening and interesting.

WORDS	200	240	280	TOTAL	
				ERRORS	PER CENT ACCURACY
Dictated at	198	233	258		
Dupraw	1	1	1	3	99.91
Swem	4	5	1	10	99.69
Powsner	7	8	5	20	99.41
Behrin	15	8	15	38	98.88
Pendell	42	13	9	64	98.19
Mengelkoch	17	10	37	64	97.98

Swem's Great Record

As will be seen by the above tabulation Mr. Swem was second in the trophy contest. He had a total of ten errors. On the 258 dictation he made but one error; five on the 233 dictation, and four on the 198. With the exception of the record made by Mr. Dupraw in this contest, these are the best records for accuracy on the trophy speeds that have ever been made. Without any intention of detracting from the glory that is Mr. Dupraw's in winning the contest, it was generally regretted by members of the Association that Mr. Swem did not win the contest this year. He had won the trophy twice and a third winning would have given him the permanent possessorship of the trophy, which has been fought for so valiantly. But the gods of fate that decide the destinies of shorthand writers decreed that Martin was to be the victor on this particular day—and that was all there was to it. Swem is a true sportsman, and when the results were announced he was the first to throw his arms about Martin and congratulate him as sincerely as if he himself had not been a competitor for the Cup.

The Amateur Contest

Our writers were in a winning mood, for with the exception of the 175 words per minute test for professionals, Gregg writers won everything in sight—a feat that was only



slightly bettered in the 1923 contest at Chicago when they took everything in sight. To Mr. Harvey J. Kittleman, Gregg School, Chicago, goes the honor of winning the Amateur Contest. He made but seven errors in the seven hundred and fifty-seven words dictated in five minutes. Only three others qualified in this dictation, and the records are as follows:

NAME	ERRORS	NET	ACCURACY
Harvey J. Kittleman.....	7	750	99.08%
Harold I. Perantie.....	9	748	98.81
Margaret J. Schweizer.....	14	743	98.15
Charlotte Lenore Lewis.....	23	734	96.96

Miss Lewis is a daughter of Mr. W. W. Lewis, editor of "The Principles" department of the *Gregg Writer*. She is now a student at Chicago University.

The professionals who qualified in the 150 dictation were:

NAME		ERRORS	NET	ACCURACY
Harold E. Brandenburg.....	2	755		99.73%
Emery C. Caton.....	4	753		99.47
Ray J. Lerschen.....	6	751		99.21
Louis J. Lirtzman.....	9	748		98.81
W. Virgil Kittleman.....	14	743		98.15
George Gold.....	14	743		98.15
Leslie C. Finley.....	22	735		97.10

Mr. Harold Brandenburg, who made the highest record for professionals at the 150-speed, is a graduate of Gregg School, Chicago, as is also Mr. Leslie C. Finley. Mr. Louis Lirtzman learned Gregg Shorthand in the High School of Commerce, New York City, where Mr. Schneider, the 1921 champion, and Mr. Dupraw also studied the system.

Gregg Teacher Qualifies on 200 and 240 "Takes"

Miss Helen W. Evans qualified this year on the 240 test as well as the 200—a new speed certificate to add to her collection! Miss Evans is the head of the Expert Department of Gregg School, Chicago, and it is a remarkable achievement for a teacher to qualify on the high speed tests. In spite of her exacting duties as a teacher in both day and night school, Miss Evans has managed to keep up her practice and year by year gain higher awards. She has her eye on the cup!

Unfortunately the dictations in the championship tests were not up to the specified speed. The 200 dictation was approximately correct—198 words a minute. Variations of more than this have been made in other contests. In the 240 "take" the actual speed was 233 words a minute and in the 280 the dictation speed was 258 words a minute.

Despite the fact that the conditions were equal for all writers, certain contestants entered a protest on account of the readings in the trophy tests being under the specified speed. It is the writer's opinion that this is very poor sportsmanship.

The Contest Committee has full power and authority in holding contests; its decisions are final. The contestants enter the contest under these conditions. In this contest the dictations were given and the contestants sent to the transcribing room. Not a single complaint

was heard. The transcripts were turned in in good faith, apparently. Whatever the speeds, everybody had an equal chance.

Is This Good Sportsmanship?

However, when these contestants who filed the protest "thought over" the errors they had made, they came to the conclusion, evidently, that either Mr. Swem or Mr. Dupraw had made better records. Without mentioning the matter to either of them these contestants drafted a protest asking that the Cup be not awarded. In effect, their argument was that since they did not do well in the lower speeds dictated, they would surely do better if the dictations were faster. Such a theory, however, is indefensible, for following it to its logical conclusion it would mean that if the dictations were only *fast enough* all errors would be eliminated. Conceding defeat, they had everything to gain by a new trial. The Committee wisely turned the protest down and gave logical reasons therefor.

Gregg Wins Fourth Time

The contest proves again the wonderful possibility of Gregg Shorthand. This is the fourth time the Championship has been won by writers of our system. Mr. Schneider blazed the trail in 1921. In 1922, after an absence of eight years, Mr. Swem came back in the contest and won second place—the most remarkable comeback in shorthand history. In 1923 Swem won the championship and repeated in 1924, defeating Mr. Nathan Behrin, who was the acknowledged ace of the Pitmanic forces. In 1925 Mr. Dupraw came into the spotlight with a scintillating record that will blaze the way for other young writers who right now are storing up skill for future winning. It will be inspiring to our readers to know that during the history of the contests only one system of shorthand has developed more than one writer to win championship honors—and that is the system we write and teach.

Joins Knox School Organization

NEWs has just reached us that James E. O'Brien, Moorcroft High School, Moorcroft, Wyoming, will be identified with the Knox School of Salesmanship, Oak Park, Illinois, this year. Mr. O'Brien will assist Jay W. Miller, Vice-President of the Knox School in the organization and teaching of salesmanship classes in Chicago and vicinity.

New Gregg Writer Edition of Graded Readings

"**A**S useful as it is beautiful" is the verdict of those who have seen the advance copies of "Gregg Writer Graded Readings." This newest service of the *Gregg Writer* consists of the shorthand pages from "Graded Readings" so bound that the type key, counted for dictation, is always directly opposite the corresponding shorthand. The book is made with a handsome cloth binding, stamped with gold, and with gold edges.

"Gregg Writer Graded Readings" is given by the *Gregg Writer* as a token of appreciation to those friends of the magazine who use the magazine in their classes, when 90% or more of the pupils are subscribing. The book cannot be purchased because, owing to the high cost of preparing this de luxe edition, only a limited quantity has been made and we feel it only fair to keep them for those teachers who use the magazine.

A few copies of the "Gregg Writer Speed Drills" were awarded after our June issue went to press to teachers who had completed subscription clubs for 90 per cent of their class. The following list completes the announcements of the awards for last season. The names of the winners of the new "Gregg Writer Graded Readings" will be listed in the *American Shorthand Teacher* as the reports on the clubs reach us.

1924—90% Clubs—1925

Illinois

Nellie C. Collins, Evanston Township High School, Evanston

Wisconsin

G. M. Morrissey, Chilton High School, Chilton
Sister M. Gabriella, St. Joseph Academy, Green Bay
Miss A. I. Kelly, West High School, Green Bay
Miss M. Sheridan, Hortonville High School, Hortonville
Miss G. Griffin, Jefferson High School, Jefferson
E. Spohn, Madison College, Madison
Sister M. Hermans, Holy Cross School, Mt. Calvary
J. H. Williams, Plymouth Public Schools, Plymouth
Miss G. Rohleder, High School, River Falls
Mrs. M. Fielding, South Milwaukee High School, South Milwaukee
Ethel Osmundson, High School, Sturgeon Bay
Mrs. D. R. Krueger, Tomah High School, Tomah
Hazel Winger, Walker High School, Washburn
Mary Ellen Neale, High School, Wisconsin Rapids

Wyoming

Miss F. J. Cole, Evanston High School, Evanston

Human Wastage

By James S. Knox

Author, Salesmanship and Business Efficiency

A WOMAN of my acquaintance had been ailing for some time, but she refused to go to the doctor. She was afraid to learn the truth even though knowing it might result in a speedy recovery.

There are many happy, hopeful optimists who dislike to hear the truth because it makes them uncomfortable. Such people were never intended by nature to solve difficult problems or battle with the turbulent elements of modern life.

Teachers Want Truth

But school teachers want the truth because they know that it is the only weapon that will make it possible to overcome difficulties.

We are still in the post-war deflation period, with overhead and taxes excessively high. These two difficulties are so new to us that we hardly know how to become adjusted to them. But when high overhead and taxes are paid, the organization often has very little net profit left.

I know one great industry that in 1923 paid an average dividend of only two per cent. That means that a concern that did one hundred thousand dollars' worth of business in the year made a net profit of only two thousand dollars. In this same business there were many failures that would have reduced considerably the net profit had they been counted.

Salesmanship Failures

I have before me the figures for three insurance companies and one automobile company that are certainly suggestive of thought.

For obvious reasons these companies cannot be named. But two of them are great New York insurance companies, while another is a Middle Western insurance company. One of these companies, employing 8,500 salesmen, terminated the contracts of 4,884 in 1923. These 4,884 men, constituting fifty-seven per cent of the entire sales force, failed and were dismissed. This is an enormous human wastage for one year.

The other New York company, employing 8,056 salesmen, dismissed 3,058 in 1923. This is a thirty-eight per cent turnover.

The Middle Western company had a sales turnover of forty per cent.

In referring to this situation an insurance executive writes, "I find from my own personal experience in the field that I often get there just in time to save a man. The biggest problem we have is to keep the salesmen in the right mental attitude. There are so many rebuffs and so many things to discourage a salesman of insurance that unless he is a man of high caliber, lots of courage and ambition, plus ability to boss himself and work systematically, his enthusiasm wanes and he flickers out entirely."

Do you see why we insist upon the development of personality, which means self-control, man-power, and human leadership? Without these man-power qualities there is no chance for success at all in the field of specialty salesmanship. And here is the field where the rewards are greatest. Insurance is considered the best paid hard work in the country.

Large Opportunities for Trained Men

One Chicago insurance salesman of my acquaintance sold nearly three million dollars' worth of insurance last year. His income was more than thirty thousand dollars, while his renewals amount to five or six thousand a year in addition to this. I know another insurance salesman who last year sold one policy amounting to three-quarters of a million dollars to a man of sixty-four. I understand the premium was sixty thousand dollars, and that the salesman's commission was half of this, with an additional renewal income of five thousand dollars a year for several years.

Many men work a lifetime without saving such a sum of money. The human weaklings who have done nothing to develop ambition, purpose, courage, and mental power get none of this high-class business. It takes a high-grade man to deal with able executives. Young men who have not been willing to pay the price have no chance to get into the above class. Few there are who are willing to pay the price in study and hard work in order to win these big prizes.

Good Men Scarce

Last week the promotion sales manager of a great automobile company told me he was looking for half a dozen young executives

at salaries of from seven to nine thousand dollars a year. He said he could not find men qualified for these positions.

This same man told me that out of 2,100 salesmen who went to work for his company last year only 423 remained on December first. The rest had failed. This is an eighty per cent turnover.

The country is calling from the housetops for more man-power. The human wastage is appalling.

Thoughts Worth Thinking

The following is part of a letter that a prominent sales manager recently sent out to his salesmen:

"Just suppose for a while.

"Suppose every time you get mad, every one of the 800 of us get mad.

"Suppose every time you made a mistake 800 mistakes are made.

"Suppose every time you are discourteous all of us get that way.

"Suppose every time you get sick all of us get sick.

"Suppose every time you act like a nut all of us get nutty.

"Suppose again.

"Suppose all salesmen did as well as the ten or fifteen best ones do.

"Suppose each one of us made as few mistakes as the best of us.

"Suppose every salesman got one more order each day.

"Suppose every salesman cut his expense \$1.00 a day—\$800.00 a day—\$24,000.00 a month—\$288,000 a year for 800 salesmen.

"As soon as we fall short of our best, we admit our inferiority and publish it to the world."

We must continually strive to overcome our weaknesses and keep ourselves at our best

The Value of the Study of Shorthand

(Concluded from page 42)

benefit derived from its study comes in the power to think quickly and effectively which at some time or other is to gain promotion for them.

Cultivates Appreciation of the Beautiful

But let's come back to the real cultural merit of shorthand. Culture includes ethical refinement and general artistic appreciation. How can shorthand develop artistic taste and appreciation? In the study of shorthand characters there is an awakening of the sense of beauty in line and form, and, if the individual's sensibilities are normal, this study and practice cannot help bringing a realization of the exquisite beauty of well-written shorthand notes. This sense of the beautiful once awakened remains a permanent possession constantly excited by movements and objects outside the realm of shorthand.

Stimulates Refined Literary Taste

But shorthand's most valuable aid to culture comes as a result of its use when studying literature. I have already spoken of

shorthand as a means of developing concentration; in considering shorthand in relation to literature, concentration plays a double rôle—in practice work concentration is enforced not only on the actual writing and transcribing, but on the subject matter as well. Here it is that the literary qualities of a selection are brought to the student's focussed attention. Experience has proved to me that selections from the classics which would never be tackled in ordinary reading because of difficulty, when used for dictation purposes and transcribed carefully, reveal charms and beauties which would entirely escape the student's grasp if approached in any other way.

To appreciate an art properly we must first understand its technique. In shorthand practice we get acquainted with literary technique, for the subject matter is studied intensively, analyzed, and put back together again. Viewed in this light we see the greatest potential value of the study of shorthand and it may be made a fascinating method by which to gain an introduction to the world's finest literature. It may help us cultivate an intense love of good reading and thus develop refined literary taste and appreciation. It may be an aid in the attainment of life's most beneficent influences—*true culture*.

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

The Secretary's Chair

We remember reading a story several months ago, published in a business magazine that carries an excellent lesson for all.

The elderly secretary of a big corporation was greatly beloved and admired by his associates and the employees of the company. His capacity for work was extraordinary and the vigor⁹⁰ and dispatch with which he handled his tasks were the despair of the younger men in the organization, who realized that eventually one of them⁷⁵ would be designated to assume his duties when he retired.

As the secretary's birthday approached, the men and women resolved among themselves to present him¹⁰⁰ with a token of their esteem. Now for many years he had used a chair whose antiquity and severely uncomfortable lines had become a standing¹²⁰ joke among the office force. This suggested to them the thought of presenting him with a beautifully hand-carved, expensively upholstered chair, which would excel¹²⁰ even the ornate and luxurious ones occupied by the younger members of the staff.

The day came, and the magnificent chair was presented to him,¹²⁵ with joyous efforts at speechmaking by the happy donors. They spoke touchingly of his long and faithful service, his obvious need for a new and²⁰⁰ more comfortable chair, and the affectionate regard of all his associates for him which had prompted the gift, together with their wishes for "many happy²²⁰ returns of the day."

When they were done, a suspicious amount of moisture could be plainly discerned in the secretary's blue-gray eyes, and there²⁵⁰ was a persistent twitching at the corners of his mouth. But when he responded, he spoke calmly and earnestly:

"My dear friends and comrades, I²⁷⁵ thank you from the bottom of my heart for this gift. But more than the gift itself I appreciate the spirit of comradeship and generosity³⁰⁰ and kind thoughtfulness that has inspired it. I think this is the most beautiful chair I have ever seen. It makes my old one look³²⁰ rude and disreputable beside it, and I am sure it must be vastly more comfortable. But I am sorry to say that I am afraid³⁴⁰ to use it."

Consternation was registered on the face of every listener, but they were so taken by surprise that no one spoke.

"The reason²⁷⁵ I can't use it," he went on, gently and deprecatingly, as though he divined their unuttered questioning, "is that it would lead me to indulge⁴⁰⁰ my worst fault. This fault is the desire to be comfortable."

"Years ago, when I first went to work for this company as a traveling⁴²⁵ salesman, I was young and inclined to be indolent. I used to spend my evenings at the hotels propped up in bed, absorbed in an⁴⁵⁰ entertaining novel, instead of studying my territory and trying to discover and repair my deficiencies as a salesman. I soon began to make a practice⁴⁷⁵ of passing up calls and skipping towns that promised to be uncomfortable or inconvenient to make. Finally, the president called me in and told me⁵⁰⁰ I must take my choice of going to work, either for him or for somebody else. He knew what was the matter with me."

"The⁵²⁵ jolt of that interview waked me up to the seriousness of the vice into which I had unconsciously fallen. The desire to be comfortable, if⁵⁵⁰ I had persisted in yielding to it, would have wrecked my career then and there. I never forgot the lesson I learned then, and in⁵⁷⁵ the years that followed I have ever been on my guard when at work against falling back into the comfort-seeking rut."

"Often I have⁶⁰⁰ thought of getting a new and more comfortable chair, but each time I realized that the temptation to loll back in it and idle away⁶²⁵ a great deal of valuable time, might be too much for me to resist, even now, so I have hung on to the old one.⁶⁵⁰"

"In short, my dear friends, I am possibly a bit queer, but for me, at least, 'solid comfort' and hard work simply won't mix. So⁶⁷⁵ I hope you won't be offended if I continue to sit in my old, rickety, hard-bottomed, straight-backed chair and place this beautiful, luxurious⁷⁰⁰ new one over there beside my desk for my callers to use."

Whether there be a moral to this story or not, it casts an⁷²⁵ interesting sidelight on human nature. The moral we fancy is this: Comfort and Indolence are cronies that are never on friendly terms with those⁷⁵⁰ well-known, inseparable pals—Hard Work and Success. (758)

There is little hope of real success for the lazy student. (11)

Lesson Seven

Words

Academy, bender, chained, damask, datum, devour, demon, destiny, entrain, extant, fatten, gallant, haunt, humidity, crosses, inland, insolent, jointed, maintenance, meant, ministry, needed, pretention, fastened, painter,²³ plant, parent, gentleman, quaint, splinter, stingy, strained, tendon, vexes, stained, wend, wanton, trimmed, attended, unwritten, suddenly, seaman, straighten, sprinted.(44)

Sentences

Bob Swinton is sprint man on the academy team. The humidity is intense. We attended the Spring festival. The consul will obtain a bulletin containing²⁵ the news of the fall of the temple. The peasant lives in the shanty far inland from the shore. The captain said that the events³⁰ on the continent would prevent his leaving India before autumn. The painting of this dainty maiden will please her fond parents. I would not attempt⁷⁵ to estimate the price of the residence.(82)

Lesson Eight

Words

Absurdity, blister, boarder, burnish, camomile, catarrh, catcher, ginger, inert, organic, Packard, portal, quartette, retard, sputter, torment, turtle, vineyard, wharf, ajar, terminate, sworn, normalcy, cistern, warden,²⁵ cedar, carton, circle, urchin, harmonize, mermaid, scatters, carder, bombard, Bernard, surmise, cord, germinate, Charleston, fertile, George, Barnet, wardrobe, sportsman, Bernice, harness, placard.(47)

Sentences

George Barnet had a blister on his arm. Do you like the quartette? These cedar logs were cut from the border. Robert will turn the²⁵ water into the cistern. The warden will play a chord on the guitar. Bernice will meet Mr. Shirley at the wharf in the cart. Charles⁹⁰ gave the catcher a glass of ginger ale. The urchin will not hurt the little bird. We shall ascertain if the merchant will honor our⁷⁵ merchandise certificate for the oranges.(80)

Lesson Nine

Sentences

Without a remark he gave me the remittance. The report is very satisfactory in every respect. We regret that we can find no record of²⁵ this change. The pupil was in good spirits. You must be at the office early each day if you would gain favor with the doctor.⁶⁰ We shall use every influence to get a copy of the invoice for you. In your recent correspondence you said you would give us credit⁷⁵ for any goods we might wish to return. We will arrange to take care of the order immediately. What is the advantage of

advertising in¹⁰⁰ a daily newspaper? The goods reached us yesterday but we have not had an opportunity to examine them. We will wire you when the order¹²⁵ will be ready. You must move out most of your goods by tomorrow. How do you like the new light? You should devote much time¹⁵⁰ to your difficult studies. We cannot publish the book for you before fall. We shall have a full line of goods in stock before the¹⁷⁵ fall term begins. Our agent will call on you.(184)

Lesson Ten

Words

Beforetime, outran, woodman, withstood, watchword, whalebone, washstand, Yuletide, aboriginal, outlay, anomalous, astride, canine, Christian, thereof, reporter, allowance, acceptor, charger, outlaw, arithmetic, abide, geometry, cathedral, Christmas,²⁵ outer, book-keeper, analogous, rectitude, favored, favorite, clever, master, crowd, artillery, astronomy, colossal, humiliate, infinitesimal, malevolent, malignant, phenomenal, vernacular, silver.(44)

Sentences

The woodman outran the youth. Do not leave your rings on the washstand. We will make you a liberal allowance if you care to turn²⁵ in your machine on a new one. The city will grant us a franchise. I shall take up the study of geometry and astronomy during⁶⁰ the fall term which begins October fifteen. Why do you humiliate the youth? He is a clever master. Will you send us a schedule of⁷⁵ rates tomorrow? The book-keeper was waiting in the outer office. He is a Christian gentleman.(90)

Lesson Eleven

Words

To speak, to show, as high as, as deep as, she had, who had, if you had, if you do not, sometime ago, gave him,²⁵ I hope this, I am very sorry, what do you want, I may be able, few minutes ago, we are aware, it was done, every⁵⁰ week, to us, early return, get up, My dear Miss, day of the week, mile after mile, word by word, out of stock, from shore,⁷⁵ to shore, as a rule, in answer to your letter, in the future, I don't regard, I will, I'll, would not, wouldn't, to offer, to¹⁰⁰ reach us, so much as, I have not been able, few days ago, what has been done, tell us, they will, there will, made up,¹²⁵ I cannot agree, we thank you.(131)

Sentences

We are sorry that you cannot tell us when you will have this work finished, but we hope it will be real soon. It is²⁵ the policy of this government not to hamper the liberty of the press. In answer to your letter we are sorry to say that the⁶⁰ merchandise you desire is out of stock, but we know we can fill your order by the last of this month. It is not wise⁷⁵ to ship the oranges until the weather

gets warmer, but we'll send them as soon as we think it safe. Here and there men and¹⁰⁰ women could be seen in groups of two or three talking about the wreck. He went from house to house in the hope that he¹²⁵ could sell some of the merchandise.(131)

Lesson Twelve

Words

Admiral, advocacy, beguile, broadest, clown, chipmunk, debater, depart, distortion, descend, foliage, funnel, gumption, jumbo, rocker, lucid, mummy, orphanage, miscellaneous, moralist, misfit, misrepresent, perfume, plunge, perplex,²³ rummage, repay, revert, recover, speedy, respite, vinegar, voyage, viaduct, lyceum, scarlet, Alpine, autopsy, pathway, heroic, fluid, emporium.(42)

Sentences

The admiral advocates the adoption of this plan immediately. The clown plunged into the water. This rummage sale will be given for the benefit of²⁸ the orphanage. The lady recovered speedily from the effects of the voyage. Mr. Downer put the vinegar in the locker. We must repay the moralist³⁰ for his efforts in behalf of the Lyceum Bureau. Did they salute you along the pathway? We had no difficulty in descending the mountain. What⁷⁵ was the cause of this distortion? Use the broadest funnel you can find for this work.(91)

Storms Make Mariners

By F. D. Van Amburgh, in the "San Francisco Examiner"

Sometimes I think that this life of ours might well be compared to a trip on the sea. In a great storm or during a²⁵ dead calm, the voyage is not agreeable, but let a little breeze of trouble agitate the surface and the gentle gale only adds to the⁶⁰ pleasure of sailing.

Nothing is more monotonous than a dead calm. The ever-free, open sea of life is not always smooth sailing. Storms make⁷⁵ mariners of men.

And as I look back on life it now occurs to me that I have suffered more from sunshine than from storm¹⁰⁰—been blistered more. My expected pleasures and my extreme play-spells have been well paid for. My trials have taught me how to enjoy life when¹²⁵ the storm is over.

Time and again I have found fault with rain—rain that has ripened the grain for my breakfast food.

And this¹³⁰ is the trouble with most of us: We find fault with the very things that are all for the best. We borrow trouble or invite¹⁷⁵ an evil fate by apprehending it.

The expectations thrill us and the uncertainties drill us.

The serenity of a calm and unruffled sea would be²⁰⁰ like paddling around in a mill pond with no port but a water-logged stump, where the bullfrog sits and sings his croaking song.

There²²⁵ is a contemptible little mill pond where men who lack courage can float their little log raft from the driftwood port on the north side²⁵⁰ of the pond to the briar-bush landing on the south side; but the man who elects to enter a port worth while with a²⁷⁵ cargo that pays, must sail through the storm. (283)

Strive for accuracy in writing, so that your notes will not go to pieces in rapid dictation on unfamiliar matter.(20)

To write rapidly is good; to transcribe accurately is better; to do both is best.(15)

Snails as Barometers

By W. R. Reinicke, in "Science and Invention"

Snails are extraordinary indicators of changes in the weather. Several years ago, Mr. Thomas, of Cincinnati, who was known as an accredited observer on natural²⁵ phenomena, gave some interesting accounts of weather-wise snails.

They do not drink, but imbibe moisture in their bodies during rain, and exude it at⁵⁰ regular intervals afterwards. Then a certain snail first exudes the pure liquid; when this is exhausted, a light red succeeds, then a deep red, next⁷⁵ yellow, and, lastly, a dark brown. The snail is very careful not to exude more of its moisture than is necessary. It is never seen¹⁰⁰ abroad except before rain, when it is found ascending the bark of trees and getting on the leaves. The tree-snail is also seen ascending¹²⁵ the stems of plants two days before rain; if it be a long and hard rain they get on the sheltered side of the leaf,¹⁵⁰ if a short rain on the outside of the leaf.

Another snail has the same habit, but differs only in its color; before rain it¹⁷⁵ is yellow, and after it, blue. Others show signs of rain not only by means of exuding fluids, but by means of pores and protuberances;²⁰⁰ and the bodies of some snails have large tubercles rising from them before rain. These tubercles commence showing themselves ten days previous to the fall²²⁵ of rain they indicate; at the end of these tubercles is a pore, and at the time of rain these tubercles, with their pores opened,²⁵⁰ are stretched to their utmost to receive the water.

In another kind of snail, a few days before rain a large and deep indentation beginning²⁷⁵ at the head between the horns, and ending with the jointure at the shell appears. Other snails, a few days before rain, crawl to the most exposed hillside, where, if they arrive before the rain descends, they seek some crevice in the rocks and then close the aperture of³²⁵ the shell with some glutinous substance; this, when the rain approaches, they dissolve, and are then seen crawling about. (344)



There is always a position waiting for the really competent. Be thorough!(12)



Anyone can point out difficulties; it calls for brains and courage to look beyond difficulties to successful accomplishment.(18)

June O. G. A. Test

By practice in extemporaneous speaking Lincoln learned to do a most difficult thing—namely, to produce literature on his legs. It is difficult thus to²⁵ produce literature, because the words must flow with immediate precision. It is unusual for a politician to go through life always addressing audiences, and yet³⁰ always avoiding the orator's temptation to please and captivate by extravagant and false sentiment and statement. The writer and particularly the political writer, is tempted⁷⁵ to this sort of immorality, but still more the speaker, for with the latter the reward of applause is prompt and seductive. It is amazing¹⁰⁰ to look over Lincoln's record and find how seldom he went beyond bounds, how fair and just he was, how responsible and conscientious his utterances¹²⁵ long before these utterances became of national importance. Yet it was largely because of this quality that they assumed national importance. And then both his¹⁵⁰ imagination and his sympathy helped him here, for while he saw and keenly felt his own side of the argument, he could see as clearly,¹⁷⁵ and he could sympathetically understand, the side of his opponent.(185)—*From "Lincoln as a Writer," by Richard Watson Gilder.*

Wayne Wasey, Go-getter

By J. R. Sprague

Illustrated by Harry Smith

From "Business" for December, 1923

(Continued from the September issue)

When I sent Wasey's order¹⁰⁰ I wrote a letter to the house predicting that, although he didn't have any too much capital, eventually he would succeed. His account, I¹⁷⁵ wrote, was worth nursing along.

For a year all was well. I cover the territory every four months, and on every trip

I sold Wasey¹⁵⁰ a fairly good bill. He didn't always pay the account when it fell due, but usually sent a check for a part of it; and¹²⁵ that, for a beginner, seemed fair enough. One trait, however, I didn't like. He never got over that little egotistical streak that made him consider¹²⁵ his business as entirely personal. He seemed to feel that his competitors all were engaged in a conspiracy to down him, and he spent a¹²⁵ good deal of his time thinking how he could hurt them. Particularly this idea centered in his attitude toward the place across the street, Allen¹⁵⁰ and Ward's.

On one of my visits I found him squeezed in behind a little upright showcase that stood just back of one of his¹²⁵ show windows with a pair of field glasses glued to his eyes, staring across the street into Allen and Ward's. So intent was he that¹⁵⁰ he didn't know I was there until I asked him what was the big idea. He came out of his trance with a jerk and¹⁷⁵ pocketed the field glasses.

"I've got to keep tab on that crowd over there," he said in a kind of dogged way. "They're after my¹⁰⁰ scalp and I've got to beat them to it."

I couldn't help remarking that I thought the best way for a man to beat competition¹²⁵ was to concentrate on his own enterprise and let competition take care of itself; but this bit of philosophy went over his head.

"That crowd¹⁰⁰ is after my scalp," he repeated. "I guess they're jealous of my trade, but I'll show them who is the live-wire in this town!"¹⁷⁵

Later that same day I was waiting for him to attend to some detail of office work when a slick-looking fellow came into the¹⁰⁰ store with a roll of papers under his arm and asked for Mr. Wasey. Wayne left off what he was doing to hear what the¹²⁵ caller had to say. In a moment the fellow was explaining that he was selling space in a program that was going to be printed¹⁵⁰ for the convention of the Grand Lhammas, soon to be held in Overton, and he hoped to sell Mr. Wasey a one-hundred-dollar space.¹⁷⁵ The caller explained how loyal the Lhammas were toward the merchants who advertised in their programs and how it was the duty of local business¹⁰⁰ men to support such gatherings.

This program business is so old a story that I wondered if Wayne could possibly fall for it; and I¹²⁵ was elated to see how he met the attack. He just smiled blandly and said that if he wanted to contribute anything to the Lhammas¹⁵⁰ he preferred to give it direct instead of advertising in a program.

Wayne tried to let the man down easily. "I guess you don't realize,"¹⁷⁵ he said, "how much stuff I'd have to sell the Lhammas to earn a hundred dollars profit. I can't afford the extravagance of an ad¹⁷⁵ in your program. You'll have to pass me up this time."

But the slick stranger was resourceful. He switched his attack.

"I'm sorry you feel¹⁷⁵ that way," he said, "because the committee specially wanted a live-wire clothing dealer like you in the program. Allen and Ward are anxious to¹⁷⁵

buy the space but everyone says you are the livest man in town; so I came to see you first."

Jerkily, Wayne slicked his pompadour.¹⁷⁷⁸ "What's that about Allen and Ward?" he demanded. "Here, give me that paper!"

Out flashed his fountain pen, and across the one-hundred-dollar space¹⁸⁰⁰ he wrote in big letters:

Wayne Wasey, The Man You Eventually Will Patronize.

"Thanks!" said the solicitor; and out he went.

My confidence in Wasey¹⁸²⁶ had been jolted. His bills for merchandise, I knew, were slipping past their due dates. His cash was low—too low to be thrown away¹⁸⁵⁰ on useless advertising. And, what was worse, his jealousy toward his competitors across the street was constantly growing more bitter. It was an unreasoning animosity,¹⁸⁷⁵ I knew, that was wholly unjustified. The firm of Allen and Ward was a high-grade concern, too square to try, by underhand tactics, to¹⁹⁰⁰ down a competitor. They were bigger, considerably, than Wayne Wasey—bigger and broader; and their attitude toward him, I suspected, was one of amused tolerance.¹⁹²⁵

On my next trip to Overton I saw a demonstration of the disastrous effect of injured vanity and overwrought nerves. By this time I had¹⁹⁵⁰ decided to hold down Wayne's orders of my goods because he had let the account drag pretty badly; but of course I always went in¹⁹⁷⁵ to see him when I was in town and if he needed a little stuff to fill in I shipped it to him.

On this²⁰⁰⁰ occasion that I speak of I happened to be in Wasey's store on a Saturday afternoon when trade was fairly brisk and I noticed one²⁰²⁵ of the clerks showing a customer some suits of clothing at the big upright show cases in the rear. The customer was fussy and the²⁰⁵⁰ clerk evidently had been waiting on him for a long time, for there were dozens of garments scattered about that had been tried on and²⁰⁷⁵ then cast aside. However, there seemed to be prospects of a sale, for the clerk finally got the fussy one into a coat and vest²¹⁰⁰ with which apparently he could find no fault. He looked at himself in the three-cornered mirror a few minutes, seemingly about to decide,²¹²⁵ and then suddenly changed his mind.

"I guess I won't buy it," he remarked. "It doesn't suit me. I believe Allen and Ward's stuff is²¹⁵⁰ better, anyway!"

Wayne, passing near, overheard. He turned, faced the customer angrily and snapped:

"If you think Allen and Ward's stuff is better, why did²¹⁷⁵ you come over here to bother us? We haven't time to fool with people who only want to kill time!"

That of course was about²²⁰⁰ as rotten a thing as it was possible to say, and it really wasn't like Wayne Wasey to say it. I knew his creditors had²²²⁵ been riding him pretty hard and, what with his natural attitude toward his competitors, his nerves were on edge. An instant after he had uttered²²⁵⁰ his spiteful remark he was sorry. He might have

apologized, but apology would have been useless, for the customer ripped off the coat and vest²²⁷⁵ he had been trying on, flung them in a heap on the floor and kicked them viciously across the store. Then he grabbed his own²³⁰⁰ garments and marched to the front door, getting into them as he went. From the front door he turned and declared himself in a fog-horn²³²⁵ voice that might have been heard a block:

"I'll tell the world," he yelled, "that this is one bum clothing store!"

Then, acting on an²³⁵⁰ original idea, he cupped his hands into a megaphone to hurl his voice to the other customers in the store and added:

"Hey, you poor²³⁷⁵ suckers that are trying to buy stuff, you'd better get out of this gyp joint before they cheat you blind!"

Naturally, on that visit I²⁴⁰⁰ didn't sell anything to W. Wasey, The Man You Eventually Will Patronize. And when I got back to the factory, a couple of months later,²⁴²⁵ I saw that for Wasey a crisis was approaching. Our Old Man spoke to me about the Wasey account.

"That fellow," he said, "hasn't paid²⁴⁵⁰ us anything in a long time and I am afraid he is going blooey. Some of his bigger creditors are going to have a meeting²⁴⁷⁵ with him next week and you'd better route yourself so as to be there at the same time. Do for us whatever seems best."

The²⁵⁰⁰ news didn't surprise me, but I was sorry for the boy. He had the makings of a good merchant and it seemed too bad that his peculiarities stood to smash him. Besides, I was responsible for his debt to my house. During the next week I spent a good deal²⁵²⁵ of thought on the subject and by the time I reached Overton I had worked out a plan that looked possible.

There was an agreement²⁵⁷⁵ among the firms interested that two men should act as arbiters in Wayne Wasey's affairs and I found these men already in Overton. They were²⁶⁰⁰ old Silas Morris of Form-Fit Clothes, Wasey's biggest creditor, and Walter Powers, an attorney representing the manufacturers' association. On my arrival at the hotel²⁶²⁵ in the morning I encountered the two of them and they told me there was to be a meeting at Wasey's place of business that²⁶⁵⁰ afternoon to decide what ought to be done. I told them I would be on hand at the meeting. Then I went out to do²⁶⁷⁵ some private scouting in Overton's business district. (2682)

(To be concluded next month)

Time Worth More

A business man was walking along a crowded thoroughfare. He reached a point where a building was under construction.

One man was carrying lumber from⁸ a pile and passing it to men who relayed it from floor to floor through open windows.

The business man and the workman reached

a⁹⁰ point on the sidewalk simultaneously. The business man stood back and waved the workman forward.

"Your time is worth more than mine," he said.

"Not⁷⁸ much it ain't," said the workman, looking the well-dressed business man over. "Oh, yes, it is," replied the business man quickly. "Eight men are¹⁰⁰ waiting for you. I'm on my way home."

How many of us, when we fail to keep an engagement on time—when we slow up in¹²⁸ our work—think and realize how much actual time we are wasting, not our own time, but the time of those who wait? (148)

What Makes Life Interesting

Here is a good bit we picked up the other day: "All successful people are positive. They choose for themselves. They do things. They decide⁵ on a plan and pursue it, up hill and down. At every forward step they gain strength. They are wise enough to laugh at obstacles.⁶⁰ They gain the goal for which they are making. And then—lo, more goals appear! It is the great proposition that makes life interesting."

"It⁷⁸ is better to travel hopefully than to arrive," said Robert Louis Stevenson, and the true success is to labor. Let us be thankful that we¹⁰⁰ are seldom permitted to worship in the temples we create. Let us be glad that into our brains there constantly eats the acid of the¹²⁸ command, "Get thee hence, for this is not thy rest."

Constantly are we seeking the greater light. Like growing plants we turn toward the sun.¹⁵⁰ We stumble along at times. We grope in the darkness. But always the pilot-light is burning. We know the day will come. It cannot¹⁷⁸ fail. Darkness, we know, is quite as necessary as sunlight. And when the cold, chilling, freezing, snowy days come we know that they have come²⁰⁰ only to make us strong.

Let us be thankful for our joys and our sorrows, for our failures as well as our successes, for all²²⁸ experiences that chill or burn us. In the great factory of the world the machines are making for us only those experiences we need for²⁵⁰ growth.

Let us travel toward our goal. Let us know our destination. Let us have faith that eventually we shall arrive.

We shall arrive in²⁷⁸ God's good time. (278)

A Commission Contract Case

(Continued from the September issue)

A Yes. He spoke about some claims being against the property.

Q The mechanics had claims against the property? A That he was to²⁸⁸ clear up.

Q That is what he told you?

A Yes, he did.

Q He told you also there was a mortgage on the property?²⁹⁰

A He was to clear that up, yes, sir.

Q But he told you there was a mortgage on the property?

A Yes. That is²⁹⁷⁸ why I had to wait so long to clear it up.

Q Did I understand you to say that you never saw Mr. Johnson until²⁷⁰⁰ you saw him at the hearing of this other case?

A I said I did not think that I had seen him. I am not²⁷²⁸ sure. I am not sure to this date.

Q Did anybody ever present this deed to you before the last trial of this case?

A²⁷⁶⁰ No.

Q You say no? A No.

MR. MARTIN: That is all.

RE-DIRECT EXAMINATION

By MR. GATES

Q Mr. Matz, did anybody come up to²⁷⁷⁸ your place on or about the 3rd of May and start to talk with you anything about the deal? A Yes.

Q Who came?

A²⁸⁰⁰ Three people came up there. I could not say who they were.

Q Was Mr. Hart one of them?

A Mr. Hart, I believe, was²⁸²⁸ one of them.

Q What did you tell him?

A I told him I had nothing to do with it. Go down and see my²⁸⁵⁰ attorney.

Q Do you know whether Mr. Johnson was with Mr. Hart at that time? A I do not.

Q There were Mr. Hart and²⁸⁷⁸ two other men? A Two other men.

Q That came up to your place of business in reference to this deal? A They did.

MR.²⁹⁰⁰ GATES: That is all.

BERNARD J. HART

called as a witness on behalf of the plaintiff, having been first duly sworn, testified as follows:

DIRECT²⁹²⁸ EXAMINATION

By MR. GATES

Q What is your name?

A My name is Bernard J. Hart.

Q Where do you live, Mr. Hart?

A I²⁹⁵⁰ live at 6613 South Leavitt.

Q How long have you lived in Chicago?

A Oh, I have been here in Chicago²⁹⁷⁸ since 1892.

Q What has been your business?

A General merchandise.

Q You had a store?

A I had a store, yes.³⁰⁰⁰

(To be continued next month)

~*~

Surmounted difficulties not only teach, but harden us in our future struggles. (12)

~*~

Don't fail to learn something outside of school. Many of the valuable lessons of school life are learned without the aid of books or teachers. (25)

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Business Letters

"Jogging" Letters

(From Gardner's Constructive Dictation, page 224, letter 5)

Dear Mrs. Pickett:

Recently I was asked "if the Lakewood Bus was to be the regular means of transportation to Lakewood."

I wonder if you,²⁵ too, will be interested in knowing about this?

The Bus will be the regular means of transportation until such time as we find something more³⁰ fitting or better adapted to the purposes of an exclusive neighborhood. When one analyzes the plan under which Lakewood is being developed and compares bus³⁵ service, which will be exclusively for this property, with the ordinary street car service which, if we had it, might develop an undesirable element, we⁴⁰ are led to believe that bus service is really the most desirable.

Certainly it is dependable. For two years now we have maintained an uninterrupted⁴⁵ service. There has been comparatively no variation in the running time. Over 55,000 people have been carried. Experience has shown that we can⁵⁰ give adequate transportation summer and winter by this method beyond the possibility of a doubt.

Abroad, the motor bus is gradually taking the place of⁵⁵ the street car for all kinds of service, city and suburban. London now has over 3,000 busses in operation. Many American cities are taking⁶⁰ it up. Frankly, for the kind of people there will be at Lakewood, this form of transportation seems ideal. It is dignified—private. It takes⁶⁵ but twenty minutes from the Square to Lakewood.

Of course the present service will be much improved. The plan is, more busses—more frequent trips.⁷⁰ A schedule for early in the morning and late at night. All of this will come as demanded.

So, after all, when one compares it⁷⁵ with street car service (for our purposes) isn't it really the best?

In any event, there will be adequate transportation to Lakewood, always.

Respectfully, (299)

Short Stories in Shorthand

An Old Species!

It happened in the Adirondacks. "What," demanded the amateur hunter of his guide, "what is the name of the species I just shot?"

"Well, sir,"³⁵ returned the guide suavely, "I've just been investigating and he says his name is Smith." (40)

Good Wait

Waiter (after guest has rung for ten minutes): Did you ring, sir?

Guest: No, I was tolling; I thought you were dead! (22)

Told With a Flower

"How could you tell that sharp-tongued Mrs. Gabbins that she reminded you of a flower?"

"So she does, but I didn't mention it was³⁵ a snapdragon." (27)

It Doesn't Always Work

Jack—I know a fellow who ate beef all his life and grew strong as an ox.

Jill: That's nothing. I know a man who³⁵ ate fish all his life and couldn't swim a stroke. (35)

Tact

"Tact," said the lecturer, "is essential to good entertaining. I once dined at a house where the hostess had no tact. Opposite me sat a³⁵ modest, quiet man.

"Suddenly he turned as red as a lobster on hearing his hostess say to her husband, 'How inattentive you are, Charlie! You⁴⁰ must look after Mr. Brown better. He's helping himself to everything.'" (61)

Diplomat

"Miss Ponder," said the boss, "you are a very handsome young woman."

"Oh!" said the typist, blushing.

"You dress neatly and you have a well³⁵-modulated voice; I might add that your deportment is also above reproach."

"You shouldn't pay me so many compliments."

"Oh, that's all right," said the⁴⁰ boss. "I merely want to put you in a cheerful frame of mind before taking up the matter of your punctuation and spelling." (73)

New O. G. A. Ring

Sterling silver O. G. A. ring with blue enamel background with emblem. Please send size and remittance with order. Price, \$2.50, net.



University of Pittsburgh

Indiana (Pa.) State Normal, and high schools in Detroit, Des Moines, and other good cities, have selected our candidates for the present school year. Emergency vacancies for commercial teachers are constantly on file. If available, now or later, be sure to notify us.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

144-150 Odeon Building, St. Louis, Mo.

OUR nominees have been engaged for these high schools: Perth Amboy, N. J. (three engaged this season); Albany, N.Y. (two this season); **Since July 1** Buckhannon, W. Va., and for the McCann School of Business, Reading, Pa., and the Wood School, New York City.

May we help you?

.... THE

National Commercial Teachers Agency

(A Specialty by a Specialist)

E. E. GAYLORD, Manager

6 Whitney Ave., Beverly, Mass.

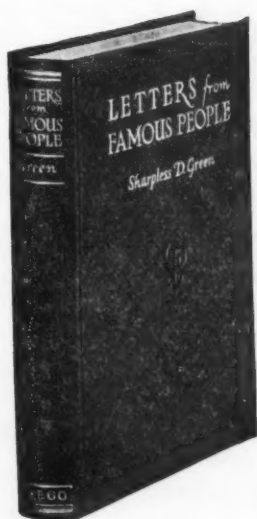
Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

Hilda C. Ek, Springfield, Mass.
 Marian Elliott, Norfolk, Va.
 Beulah Ellis, Somers, Conn.
 Sister M. Vincentia Endres, Millvale, Pa.
 George B. Enwright, Springfield, Mass.
 Catherine V. Fagan, Springfield, Mass.
 Opal Dorothea Fanning, Cedar Falls, Iowa
 Irene L. Fay, Longmeadow, Mass.
 Madeline L. Fitzgerald, Springfield, Mass.
 Florence L. Fleming, Springfield, Mass.
 Sister Mary Florence, Freeland, Pa.
 Mildred A. Fogg, Springfield, Mass.
 Ruth G. Foy, Springfield, Mass.
 Amy L. Francis, Springfield, Mass.
 Grace L. Francis, Cedar Falls, Iowa
 Gerald Freeman, Boise, Idaho
 Ruth Gertrude Fulton, Springfield, Mass.
 Evelyn Gerring, Springfield, Mass.
 Alice M. Gethmann, Cedar Falls, Iowa
 Mary Evelyn Gibbons, Springfield, Mass.
 Frances Green, Mt. Pleasant, Iowa
 Evelyn L. Gregory, New Rochelle, N. Y.
 Mary Elizabeth Hamilton, Pensacola, Fla.
 Lola Imogene Harden, Cedar Falls, Iowa
 Elizabeth L. Hebert, Keene, N. H.
 Myrtle A. Heldel, Gilbertville, Mass.
 Helen Higgins, Springfield, Mass.
 Marguerite G. Hill, Springfield, Mass.
 Rachel J. Hitchcock, Springfield, Mass.
 Elizabeth Howard, Springfield, Mass.
 Edna M. Howe, Janesville, Iowa
 Christine M. Howell, Springfield, Mass.
 Inga E. Juhl, Cedar Falls, Iowa
 Elida Olive Kay, Chester, Conn.
 Myldred M. Kennedy, Springfield, Mass.
 Marjorie F. Kinder, Bridgeport, Conn.
 Charlotte F. Kittell, Richford, Vt.
 Esther Kopelowitz, Springfield, Mass.
 Nelle H. Lauderbach, Los Angeles, Calif.
 Doris H. Libby, Springfield, Mass.
 Bertha M. Lougham, West Springfield, Mass.
 Mary G. Lynch, Springfield, Mass.
 Margaret M. Mack, New Rochelle, N. Y.
 Gertrude E. Maloney, New Rochelle, N. Y.
 Alston T. Mayo, Springfield, Mass.
 Agnes C. McCarthy, Springfield, Mass.
 George McCreary, Cedar Falls, Iowa
 B. L. McDaniel, Albuquerque, N. Mex.
 Margaret McHugh, New Rochelle, N. Y.
 Marie R. Morrissey, New Rochelle, N. Y.
 John P. Mullin, Springfield, Mass.
 Edward G. Mulville, Springfield, Mass.
 Gertrude I. C. Murphy, Springfield, Mass.
 Rita E. Murray, New Rochelle, N. Y.
 Richard Thomas O'Brien, Springfield, Mass.
 J. Harold O'Connell, Springfield, Mass.
 Margaret A. O'Connor, Northampton, Mass.
 Etta F. O'Malley, Burlington, Vt.
 Esther Penfield, Meriden, Conn.
 Germaine M. Perrault, Springfield, Mass.
 Sister M. Petrina, Guttenberg, Iowa
 Miss M. Melva Pettengill, Auburn, Maine
 Marion C. Phillips, Greenfield, Mass.
 Jessie E. Pickell, Fort Wayne, Ind.
 Mamie B. Pinkard, Nashville, Tenn.
 Sister M. Fortuna Polzer, Bellevue, Iowa
 John H. Prue, Springfield, Mass.
 Evelyn Marie Beardon, Springfield, Mass.
 Celeste Reaves, Springfield, Mass.
 Viola Reid, Springfield, Mass.
 Winifred V. Reilly, Chicopee Falls, Mass.
 Winifred D. Rowers, Springfield, Mass.
 Jesse H. Robinson, Kittanning, Pa.
 Clemmie E. Rushing, Jackson, Miss.
 Dorothea Sophia Russell, Palmer, Mass.
 C. J. Ryan, Hastings, Nebr.
 Minnie D. Ryan, Hastings, Nebr.
 Sister M. Mariquita Sarahan, Sioux Falls, S. Dak.
 Helen Schaal, Springfield, Mass.
 Anna Belle Schuman, Springfield, Mass.
 Mrs. Olive P. Scurlock, Tacoma, Wash.
 Marjorie Sellow, Springfield, Mass.
 Irving John Sermini, Springfield, Mass.
 Anna Louise Shea, Springfield, Mass.
 Deborah Sherry, Springfield, Mass.
 Harry C. Small, Springfield, Mass.
 Doris M. Smith, Meriden, Conn.
 Emily S. Smith, Bridgeport, Conn.
 Mrs. Mabel Smith, Dallas, Tex.
 Sister M. Elizabeth Stallman, Maple River, Iowa
 Norene Stark, Oklahoma City, Okla.
 Helen Stengard, Duluth, Minn.
 Madeline M. Straus, Springfield, Mass.
 Anna V. Sullivan, Springfield, Mass.
 Mrs. Margaret L. Sutton, Tularosa, N. Mex.
 Evelyn Taylor, Astoria, Oregon
 Winifred Ferne Taylor, Jacksonville, Ill.
 Helen B. Thompson, Springfield, Mass.
 Miss J. Clarisse Thweatt, Norfolk, Va.
 Mary A. Titus, Springfield, Mass.
 Frances Tobin, New Rochelle, N. Y.
 Taz D. Upshaw, Jr., Nashville, Tenn.
 Anne C. Vacik, Boulder, Colo.
 Ray Abrams, New Orleans, La.
 Irmgard Afflerbach, Boulder, Colo.
 Rosalinda Afflerbach, Boulder, Colo.
 Verda Barnett, Greeley, Colo.
 Pauline A. Baskevich, Albion, Mich.
 Wilhelmine F. Bieser, Ft. Wayne, Ind.
 Gertrude C. Clausen, Chicago, Ill.
 Clair Cocanower, Pioneer, Ohio
 Dora C. Dillon, Greeley, Colo.
 Dayle Driver, Ft. Worth, Tex.
 Mildred Fairchild, Greeley, Colo.
 Annie M. Goodwyn, Richmond, Va.
 Eunice M. Johnson, Greeley, Colo.
 Lucene H. Johnson, Chicago, Ill.
 Willie N. Johnson, Ft. Worth, Tex.
 Frances Kent, Greeley, Colo.
 Agnes Kilewer, Boulder, Colo.
 Irma Kilewer, Boulder, Colo.
 Ruth Knowles, San Diego, Calif.
 Kate Latimer, Ft. Worth, Tex.
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 Edith Meader, Greeley, Colo.
 Elizabeth L. Mooney, Philadelphia, Pa.
 Mabel Morgan, Lincoln, Nebr.
 Betty Mosena, Helena, Mont.
 Eleanor Nash, Parsons, Kans.
 Dorothy L. Neff, Lincoln, Nebr.
 Sister Mary Dolores O'Callaghan, Pensacola, Fla.
 Louis A. Orr, Cedar Falls, Iowa
 Margarita Osuna, Albuquerque, N. Mex.
 Margaret Papat, Paola, Kans.
 Bernice Payette, Cedar Falls, Iowa
 Mrs. Florence E. Peace, Honolulu, Hawaii
 Naoma Pelton, Greeley, Colo.
 Ica M. Randall, Green Bay, Wis.
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 Helen A. Scott, University Place, Nebr.
 Maude Smith, Yonkers, N. Y.
 Mary Olive Sophy, Omaha, Nebr.
 Laura L. Steinbek, Brandon, Iowa
 Junetta E. Stolt, Cedar Falls, Iowa
 Marie L. Telsinger, Cedar Falls, Iowa
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 Zedena Townsend, Greeley, Colo.
 Grace Tripler, Greeley, Colo.
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